DOCUMENT RESUME

ED 403 478 CE 073 497

TITLE Core Directions in HRD.
PUB DATE 96
NOTE 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; Adult Education; Change Agents; Change Strategies; Developmental Programs; Foreign Countries; *Holistic Approach; Human Resources; Job Training; *Labor Force Development; *Managerial Occupations; Models; *Organizational Change; Organizational Climate; Organizational Communication; Organizational Development; Work Ethic
IDENTIFIERS Canada

ABSTRACT

This document consists of four papers presented at a symposium on core directions in human resource development (HRD) moderated by Verna Willis at the 1996 conference of the Academy of Human Resource Development. "Reengineering the Organizational HRD Function: Two Case Studies" (Neal Chalofsky) reports an action research study in which the researcher was an advisor/consultant to task groups of a department-level government agency and a regional telecommunications company charged with formulating new operating structures for HRD functions that would to be more responsive to changing conditions. It discusses three key ingredients of both models developed: internal change agents, consulting approach, and learning as part of the organization culture. "Emerging Trends in HRD and OD (Organizational Development) Based on Organization Assessments" (M. Susan Dougherty, Sherrie Ford) describes a qualitative study to identify trends based on organization-wide assessments that relied on the words of workers and potential learners. Findings reveal management, communication, and training as the key areas of need. "The Emergence of a New Paradigm: Spirituality and Work" (Elaine Lyford-Nojima) explores the reasons for a change to a more holistic approach to work by workers, responses of work organizations to the change, and implications of the idea that "we live to work." "Looking through a New Lens: Different Views of HRD" (Darlene F. Russ-Eft) presents research that validates three views of HRD: development focused, issue linked, and strategic. Papers contain references. (YLB)

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ED 403 478

SYMPOSIUM
[16] CORE DIRECTIONS IN HRD

Chair: Verna Willis, Georgia State University

Reengineering the Organizational HRD Function: Two Case Studies

Neal Chalofsky, George Washington University

Emerging Trends in HRD and OD Based on Organization Assessments

M. Susan Dougherty, Center for Effective Power
Sherrie Ford, Athens Area Technical Institute

The Emergence of a New Paradigm: Spirituality and Work

Elaine Lyford-Nojima, University of Minnesota

Looking through a New Lens: Different Views of Human Resource Development

Darlene F. Russ-Eft, Zenger Miller

Academy of Human Resource Development
1996 Conference
Minneapolis, MN
February 29-March 3, 1996

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Reengineering The Organizational HRD Function: Two Case Studies

Neal Chalofsky
The George Washington University

This action research study set out to determine what kind of structure an HRD unit would need to support an organization wanting to be more responsive to changing conditions. The researcher worked simultaneously with task forces representing two different organizations, a Federal government department-level agency and a regional telecommunications company, which were charged with formulating a new operating structure for the HRD functions of their respective organizations.

There is widespread acknowledgment that organizational structures and work processes that are based on the traditional bureaucratic model are not flexible, adaptable, and creative enough to function effectively in these turbulent times. The same can be said for the traditional HRD function. Most HRD functions are still organized around a behavioristic *training* model that emphasizes classroom-based skill development. There is a need to explore a more organistic model that can respond to the constantly changing economic and social conditions that organizations face now and in the foreseeable future.

Carr and Kemmis (in Marsick, 1987) talked about the dominant paradigm in the field of teaching and learning to be related to the same mechanistic model as Weberian bureaucracy. Marsick (1987) maintains the same view for the field of HRD as it is practiced in most organizations. My assumption is that the structure of most HRD units in organizations also reflects this same paradigm.

To remain viable in a turbulent economy, successful organizations have adopted new strategies for the management and production of goods and services (Dertouzos, Lester, and Solow, 1989). There is a corresponding need for HRD functions to move from a reliance on the traditional role emphasizing the design and delivery of classroom training to reliance on an expanded organizational role emphasizing change management and learning systems within the organization.

Purpose What kind of structure would an HRD unit need to meet the requirements of organizations wanting to be more responsive to changing conditions.

1. What should be the operating mission of the HRD function
2. What should be the guiding philosophy, goals and objectives supporting the function
3. What should be the principle services provided by the HRD function
4. What should be the vehicles for the design and delivery of HRD services

Methodology This was a qualitative action research project where the researcher was an advisor/consultant to two different organizational task groups and met with both task groups throughout the conceptual design process. One organization was a department-level government agency and the other was a regional telecommunications company.

The U.S. Department of Education

> The training program at the U.S. Department of Education is outdated and inadequate. In this age of reinvention, streamlining, and increasing reliance on technology, this agency is in crisis. Employees at all levels are facing new duties and teamwork (will) become the norm . . . employees will need to be re-trained for new responsibilities and positions that will be created in the new organization (ETDI Team, p. 4).

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The U.S. Department of Education (DOE) was one of the few agencies to take President Clinton's call for reinventing government seriously. In 1994, DOE established the Reinvention Coordinating Council (RCC) to form and oversee the work of various task forces responsible for developing plans to reengineer operations of the agency. One of the task forces formed was the Employee Training and Development Improvement Team (the team). The RCC chartered the team to:

- undertake a review of the current employee development process
- benchmark and identify best practices
- develop a model practice
- make recommendations to the RCC on implementation and evaluation of the model

Also included in the charter was the challenge to "propose a visionary employee training and development system that enables employees to be the best they can be and (DOE) #1 among Federal Agencies" (EDTI, p. 4).

The Task Force The eleven members of the team each represented their respective sub-agencies. They were given time off their jobs and responsibilities to work on the task force and were given office space, equipment, administrative support, and a budget, as well. They were all very aware of the impact of group process and worked according to an agreed upon goal. They identified tasks necessary to accomplish the goal and developed an action plan.

Their first step was to gather information on the current status of training and development in DOE by interviewing both training staff members and executive level managers. They also surveyed employees as to their concerns and reviewed reports and other documents

They concluded that DOE's current program is:

- under-funded to achieve its current mission
- unable to respond fully to the true needs of the organization and its employees
- under-utilized by the department as the performance improvement resource it should be

In addition, they conducted a literature search on the current status of training and development in both the public and private sectors; as well as talked to trainers from other Federal agencies and representatives from professional associations to establish a basis for comparison.

Their next step was to benchmark public and private organizations to collect information on best practices. They developed benchmarking questionnaires that were designed for both telephone and on-site interviewing. The protocol included such questions as:

- What is the training or learning philosophy of your organization?
- What is the mission of your training/learning program?
- Who does your training - internal or external staff?
- What are the qualification and responsibilities of your internal staff?
- Who are the customers of your training/learning unit?
- What is the level, status and reporting authority of the director of the training/learning unit?
- Where is the training/learning unit located in your organization?
- How is your program funded and is it a profit or cost center?
- What types of learning opportunities are provided?

Members of the team visited six private organizations and contacted an additional two; they visited on Federal agency and contacted an additional five. They also purchased a benchmarking report prepared by a management consulting firm. The team then spent two months, sometimes in two or more day long marathon sessions, developing a model of a proposed training/learning program for the agency.

The Model The proposed program relies on four fundamental elements to transform DOE into a learning organization.

The mssion The foundation for the model was the concept that DOE needed to become a learning organization in order to become a high performance workplace. DOE needed to value lifelong learning internally, as well as externally. Learning needed to be seen as ongoing for all employees; and all employees would be encouraged to be continuous, active learners and mentors.

The Change Agents The most significant change was the establishment of a corps of change agents (deltas) . The *deltas* would work directly with executive managers at headquarters

and in the regions to assist them in enhancing the performance of the organization and its employees. They would be the catalysts that drives the organization toward continued improvement. They would seek out and pursue actions to maximize organizational and individual performance through developing and securing learning and development opportunities best suited to the needs of their assigned clients. The reinvention team recommended that the deltas operate as a team under the oversight of an executive management committee. This would give them the freedom to manage themselves and coordinate services to their respective clients. Their primary skills would be in consultation, facilitation, diagnosis, and, of cause, change agentry. They would draw resources from The Performance and Learning Support Center (PALS Center) on an as needed basis.

The PALS Center This operation will provide customized learning and support services to drive continuous organizational and individual improvement through ongoing learning and change processes. The Center would be staffed with specialists with skills in:

- organization development
- training design and development
- management consulting
- technology
- employee development
- classroom instruction

There would be a center at headquarters and one in each region. They would serve as the primary forces for cultural change within DOE through their responsibility for strategic planning and communicating the mission and values of the organization. They would also be responsible for:

- consultation (primarily in support of the change agents)
- new employee orientation
- core competency training
- program-oriented training
- skill clinic
- career counseling
- policy infusion
- certification
- secondary and postsecondary learning support
- employee development
- external customer education support

The center would utilize program (line) staff as faculty for courses whenever appropriate while, at the same time, HRD specialists would act as mentors and coaches to program managers. The center would also develop and maintain evaluation, scheduling, and tracking systems. Finally, it was recommended that the center house a research function on innovative workplace learning strategies - The Institute for Workplace Learning.

Learning technology DOE needs to plan for the development of a learning technology infrastructure that delivers the right kind of training via the most cost-effective mechanism that meets the learner's requirements. One essential part of this infrastructure would be an *electronic performance support system* , technology that provides "just-in-time" information (and learning) through easily accessible computer terminals hooked into a network.

Other issues included in the team's deliberations included: funding considerations, staffing, and a recommended implementation plan. DOE has yet to fully implement the recommendations because of the ongoing budget impasse in Congress.

Bell Atlantic

In August, 1944, Bell Atlantic (BA) also assembled a task force to study what a "world class"

HRD function should look like.[1] They had gone through a similar process approximately two years before but were downsizing and believed they could reengineer a leaner and more effective HRD function.

The Task Force BA's task force consisted of nine people representing various specialty areas in HRD: diversity management, technical training, career development, leadership development, work/life strategies, quality, OD, and performance strategies. At the time, BA's HRD activities were somewhat scattered, both operationally and geographically. The team met for three weeks on an almost full time basis and, unlike the DOE team, relied totally on internal history and personal/professional knowledge. Whereas the DOE facility where the team met was equipped almost like a military command center, the BA team met in a typical conference room with flip charts and an overhead projector as their only equipment. They first went through a series of brainstorming exercises to form a picture of their current situation, since they all came together having only their own particular perspective based on their specialties and geographic locations. They examined:

- same/different - what was the same and what was different about each of their operations.
- good/bad news scenarios - what was good and bad about the HRD function.
- core competencies needed to support the good news scenario.
- the employee life cycle - at what points in an employee's life at BA do they come in contact with HRD
- what do customers, employees, significant others, potential employees, shareholders, supervisors & managers, legal representatives, unions, vendors, the HRD leadership, and the task force team *care about*. (They also prioritized this list after brainstorming each separately.)

They then brainstormed the ideal future HRD team (function) under three headings; organization development, training & development/performance enhancement, and career development/life planning/continuing education.

The Model The mission and structure are also key elements of BA's reengineered HRD function.

The mssion The team developed a mission statement based on the concept of *learning partnerships* , the link between HRD and their clients, the operations (line) functions. The mission was to create learning partnerships which:

- Align learning interventions with BA's values and strategies
- Influence change at an individual, team, and systems level
- Provide and give access to knowledge and skill development to create learning for continuous learning
- Provide assistance to create learning infrastructures
- Help the client to define performance excellence in measurable terms
- Help build performance systems which reward learning or cause it to occur
- Model the learning culture

This learning culture also called for a major change in the values of the organization, including;

- learning is a strategic initiative and strategically focused
- learning interventions acknowledge the whole person
- reskilling/retooling happens all the time for everyone
- people do not need permission to learn
- commitment/acceptance by end users to a learning culture
- individuals are adaptive to change/receptive to learning
- very high learning goals; always challenging what we think we know
- everybody chooses to be part of the learning culture
- you never arrive!

The structure The core of the structure are project teams that provide the linkage between HRD and the client system. The project teams consist of professionals with backgrounds in OD

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[1] The source for all the information on Bell Atlantic came from the researcher's informal notes and untitled company documents, such as transparencies.

and project management skills that are responsible for initial diagnosis. These teams also contain resources for designing, developing, and delivering learning interventions. There is also a separate group that provides logistical and administrative support to all the project teams. The project teams are ultimately responsible for transferring expertise to the client system through a combination of process and expert consultation. The emphasis is that learning should be the responsibility of the work site as much as possible.

The one major issue that needed resolution was how to sell this model to a top management who were used to the traditional approach to training. BA has implemented the model and resolved their dilemma by emphasizing the performance enhancement perspective with management while relying on the project teams to build the learning culture. Their final mission statement reads:

> To create a new organization structure that integrates Leadership Development, Performance Enhancement, Continuous Learning, Organization Development, Career Services, Continuing Education, Diversity, and Work life into an effective performance consulting organization which provides a single corporate focus and 'world class' resource for individual, team, and organization development (transparency).

Conclusions

It was not the researcher's influence nor was it coincidence that both task forces chose models that are similar. It should be noted that the researcher acted more as a resource and facilitator than as an advocate, and in both cases the structure emerged from the group. In fact, the researcher was not present at the time the DOE task force developed their model. Both models have three key ingredients that are critical to their potential effectiveness; internal change agents linking directly with clients, a consulting approach to learning interventions, and learning as part of the organization culture.

Change Agents Both task forces recognized the need for HRD to be able to link directly with the line units in order to facilitate change in the organization. In DOE, it would be an individual actually residing in the line unit but reporting to a change agent team; in BA it would be project teams that are responsible for various line units. In both cases the change agents are responsible for ongoing communication and initial diagnosis. Beckhard (1969) defined change agent as one whose primary responsibility is to ". . . facilitate the improvement of organization effectiveness and health through providing interventions, development activities, and programs for organization improvement". (p. 20) I believe this definition has stood the test of time. At BA, the project teams contain design and development capability - they would be able to conceivably provide interventions, development activities, and programs on their own.

Both task forces also realized that change in the organizational culture needed to be supported from the top and practiced in the operational units. Having change agents aligned with the line units allows for direct influence on the line managers. Day-to-day informal communications would have more of an impact on staff than just sending them off to training periodically.

Consulting Approach Burke (1994) identified five elements in his generic model for organizational change:

- an (outside) consultant
- gathering of information from the client for purposes of understanding the nature of the problem or issue and reporting this information back to the client so appropriate action can be taken
- collaborative planning between the consultant and the client system for purposes of change
- implementation of the planned change
- institutionalization of the change

This also describes the process both change agent groups would pursue in consulting with their client systems; a mixture of both process and expert consulting, as described by Schein (1987).

The goal would be to use the consulting process to link learning interventions with the line units' strategic goals to ensure that HRD services add value to the client (McIntosh, Page, and Hall, 1993). In both cases the internal consultants can obtain resources from other parts of HRD, as well as from outside the organization, if needed. This change agent/consulting approach allows HRD to provide learning on a *just- in-time, on-the-work-site* basis that is critical to support productivity and effectiveness.

Learning and Culture When Sun Microsystems went through a reengineering of their HRD operations, two of the major reasons was to maintain the competence of knowledge workers and develop a learning organization (Smith, 1994). The learning organization concept may be considered a fad, but it is very real to an increasing number of organizations who believe that performance improvement and organizational effectiveness are not going to happen without a commitment to learning being a part of the organizational culture. Both task forces realized that learning had to be at the very heart of the models they developed, and that a technological infrastructure was required that supported systematic learning (along with both traditional and informal training techniques). DOE included a very strong recommendation for technological systems that would provide immediate access to information and tutoring (BA already had the technological capability). Both task forces also made learning a centerpiece of their mission statements, which became a method of educating management when presenting their recommendations.

Both of these organizations reengineered HRD functions that would be able to be responsive, flexible, and progressive. Of cause, only time will tell if they are truly effective, but both models represent a commitment on the part of HRD professionals to find the best way to organizational effectiveness.

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Emerging Trends in HRD and OD Based on Organization Assessments

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Identifying trends in HRD is typically done using surveys. This qualitative study provides evidence of trends based on organization-wide assessments which rely on the words of workers and potential learners. Findings reveal management, communication, and training as the key areas of need. Further analysis shows that teaching managers to lead by example, helping organizations develop effective two-way communication systems, and technical skills training are key areas for the field to focus on in the future.

Rarely do researchers have the opportunity to explore issues and trends in multiple organizations other than through surveys which frequently yield decontextualized results. This study used a unique source of information gathered from an original organization assessment process devised by staff and consultants working with The Center for Continuous Improvement at Athens Area Technical Institute, Athens, Georgia. The data base is unique because, unlike survey data which asks the respondents to rate or respond to set questions or situations, this data is gathered through an interactive process that reveals the voice of the workers. The purpose of the study was to conduct a cross-case analysis of seven organization -wide assessments to discover significant trends or issues with relevance to the field of HRD.

The assessment data included in the study were gathered at seven companies in Georgia who participated in organization-wide assessments in the past two years. The companies include Alcan Rolled Products, Coats and Clark, Edison Plastics, Fowler Products, Georgia Pacific - Panelboard, J. M. Huber-Oriented Strand Board, and NORAMCO. They range in size from approximately 80 personnel at Fowler Products to over 300 at Coats and Clark. Two are not American owned, Alcan is a Canadian company and Coats and Clark is a British-owned company. All companies, except for J. M. Huber, Inc., are members of the Center for Continuous Improvement.

The Population

These seven organizations have diverse missions and products except for Georgia Pacific-Panelboard and J. M. Huber-Oriented Strand Board which both produce wood products for the home construction market. One company, Fowler Products, is a locally owned partnership which designs and produces high-speed capping equipment. At Fowler the "corporate" leaders co-exist with the plant. In every other case the corporate structure is elsewhere. The other products manufactured by these companies include bulk pharmaceuticals made by NORAMCO, resilient plastic film from Edison Plastics, sewing thread from Coats and Clark and 60,000 pound ingots from recycled aluminum from Alcan.

In spite of the diversity of products, the researchers became aware that the organization-wide assessments seemed to be yielding recurring themes and trends. All seven of the organizations are dealing with machine technology that is rapidly advancing in complexity and automation. In every instance management has a mandate to "do more with less" creating the dilemma that Kleiner (1995) describes as choosing between Demingism or Hammerism. Yet both Quality efforts and Reengineering efforts adopted in the past by many of the organizations in this study have failed to yield significant results. Kleiner (1995) notes that they fail because they omit "{trying} to understand...the organizational culture that drives the flow of work, including the attitudes, situations,

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and frustrations that go unspoken in the average workday" (pp. 170-171).

Without exception, these companies face radical change in the coming two to three years but are not resourced extensively with corporate funds to address the needs of workers in dealing with the changes. Each site manager is committed to survival strategies that depend upon managers and hourly workers alike continuing to learn new ways to do their jobs. They believe that in order to meet the challenges of the future, all levels will be a part of problem-solving and decision-making in a blend of tasks, both in the front office and on the shop floor. Indeed, this has been the motivation for them to join the Center for Continuous Improvement or to contract for services there.

To uncover the roadblocks that Kleiner (1995) calls "legacy systems" the Center takes 100% of the personnel in an organization and engages them, segregated by structural levels, in an interactive analysis of changes expected, workculture needed to survive change, themes that suggest elements of change, and a ranking of themes for strategic action.

The Process

The process is clearly one reflecting the belief that "from involvement comes information, from information comes knowledge, from knowledge comes understanding, from understanding comes commitment, and from commitment comes consistent and efficient execution of the plan" (Brassard, 1995, p. 64). This highly interactive process is outlined in detail in a case study published by the authors in *In Action: Conducting Needs Assessment* edited by Phillips and Holton (1994).

In brief, the assessment process for a group of no more than 20 requires four steps:

1. A facilitator asks the participants, "What changes do you expect in the next three years regarding this company's market, competition, customer demands, products, technology, organization and cost of doing business?" A structured brainstorming process including all participants as a large group is used to elicit answers from the participants. Answers are recorded by the facilitator on flip chart paper and all answers remain visible to the group at all times.
2. A second round of structured brainstorming is conducted by participants in small groups as they respond to the statement "Given the magnitude of these changes, what sort of workculture would it take to survive this change and remain competitive?" Each participant is asked to generate at least 10 ideas on 3x5 index cards.
3. The third step, affinity mapping, requires that the group spread out all of the index cards and silently sort the mass of cards into 5-7 "piles" of related cards. The group then chooses a label to identify each pile or "affinity".
4. The fourth step of the process requires that the entire group engage in a root cause analysis of the five to seven affinities that were identified in step 3. The group compares each affinity to every other one and asks "Which affinity drives or causes the other?" All members of the group participate in this discussion which frequently generates lively debate. The facilitator draws a line from one affinity to the other if the group agrees that there is a relationship between the two. The group then decides which one is the cause and which is the effect. The facilitator then draws an arrow pointing towards the effect. The affinities with the most arrows drawn toward others ares the priority affinities and must be addressed first in any effective strategy for change. The affinities with the most arrows coming into them will probably need little or no strategy since they will improve as a natural result if the others are treated first.

When an entire organization participates in this process, clear patterns for the current state emerge; management and hourly then have a shared sense of direction for developing a change strategy. Together they have identified the same driving issues, helping management to avoid the common pitfalls of building a strategy which merely (over)reacts to symptoms. This assessment process is only the first, but critically important, step in a strategic planning process which empowers an organization to define its own future using all of the talents and skills of the workforce. In addition, a comprehensive training strategy can be developed based on the expressed needs of the workforce and the needs of the marketplace.

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Methodology

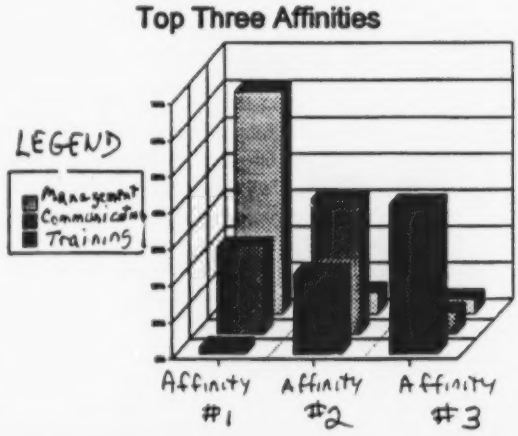
The data set consisted of index cards that participants wrote in response to the question "In your opinion, given the magnitude of the changes that you predict over the next 2-3 years, what sort of workculture would it take to survive the change and remain competitive?" Those cards were clustered by participants into like affinities and were renamed based on consensus of the group. Affinity groups were later typed in list format. These index cards would be considered *personal documents* according to Bogden and Bicklen (1982) "The criterion for calling written material personal documents is that it is self-revealing of a person's view of experiences (p. 97).

To extract meaningful insights from such diverse manufacturers, a cross-case review of the top three affinities, or root causes, in each organization revealed that three categories accounted for 68% of the possible top three affinities. Each of these three categories, Management, Communication, and Training were then analyzed further to reveal more specific trends. A "systematic content analysis" (Goetz & LeCompte, 1984) was conducted which revealed five sub-categories in management, four in communication, and five in training. The sub-categories emerged from the data quite easily based on how often they were mentioned by participants. Guba and Lincoln (1981) note that "the number of people who mention something or the frequency with which something arises in the data indicates and important dimension" (p.95). These sub-categories became what Merriam (1988) calls "conceptual categories...that interpret the data for the reader" (p.133).

After creating the sub-categories, the index cards were reviewed and divided into their appropriate sub-category. The number of responses for each category were then tabulated for each interactive session used in the study. Based on this information descriptive statistics were used to reveal trends in the data set.

Findings

This research revealed three key areas of challenge for these organizations as they create the kind of workculture needed to remain competitive. Of the top three, or causal, affinities the three areas are "Management," "Communication" and "Training."



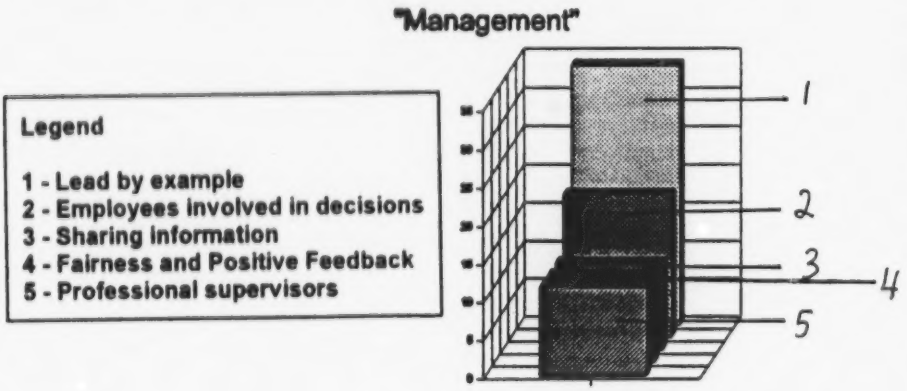
Management Perhaps not surprisingly, the affinity ranked as *the* most influencing was "Management" and its variations. 61% of the time, or 30 out of 49 cases, this affinity represents almost two-thirds of the top affinities. This means that over and over again groups identified "Management" as the challenges associated with developing an organization to remain viable and effective. "Management" appears to be the driving factor for the organizations participating in this study and their ability to deal with the future changes.

It is important to note that it was not only workers who felt that "Management" was the number one affinity. In five out of seven of the management groups, the number one affinity was "Management" or a variation. Thus management was provided a moment of breakthrough thinking and reflection on their own practice with regards to where any developmental strategy must start - with themselves. It should be noted that typically management's intentions prior to participating in this assessment process was to focus on special projects or skill training for others - usually the workers who report to them.

Hourly workers, when presented with the results of the assessment, were consistently surprised that their management had also ranked "Management" as the number one affinity. These workers were typically convinced that far from regarding themselves as a starting point for change, their managers would instead create a label for their number one affinity as "Better Employees" or "Better Teams" or "Better Attitudes of Workers." This too provided a moment of breakthrough thinking and mutual understanding for the workers. They realized that management did not necessarily believe that all of the change should come at the worker-bee level, but that frequently change must begin at the leadership level.

The following sub-categories, which emerged from the data, help to better understand how people defined "Management" as a means of achieving the desired workculture:

Managers are leading by example, showing respect for employees, trusting workers, and being honest **(34%)**
Employees are involved in the decision making process, employees have input into operations, better follow through on employee ideas and suggestions **(18.9%)**
Information is being shared, management listening more, better communication between management and employees **(11.6%)**
Managers are ensuring fairness in policies and are giving positive feedback, supervisors expecting the same job from everyone, management letting employees know that they appreciate it when workers do a good job **(11.6%)**
Immediate supervisors are professionals, supervisors know problem solving tools, supervisors know the operation well, supervisors understand their role **(11.6%)**.



Communication "Communication" and its variations were much less likely to be the number one affinity, but was the number one or two affinity 30 out of 49 cases or 61% of the time. This places it second in having the most influence in success for surviving expected change. When groups identified "Communication" as a driving affinity they expressed a desire to be kept informed and to have their opinions and ideas validated. They often pointed to the need for improved communication systems or methods of sharing information.

It should be noted that many of these organizations lack even simple communication systems that are effective such and easy to read or updated bulletin boards. Some of the participating organizations have elaborate newsletters that the employees often considered irrelevant because the news was old or superficial. In general, employees want to be kept informed about the business and their own progress.

The data reveled a high level of agreement on what "Communication" meant to the participants, with the first two sub-categories representing 73% of all "Communication" responses. The following sub-categories of meaning help to understand how people were defining "Communication" as a means of

achieving the desired workculture:

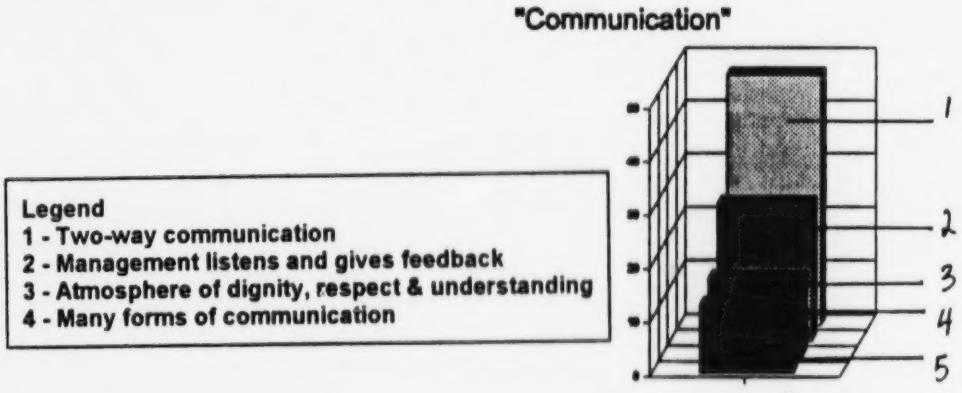
Two-way communication exists between management and hourly, sharing information in a timely manner, better communication between all levels **(47%)**

Management listening and giving feedback, giving positive feedback, management following up on problems, making better use of information **(25.7%)**

People communicating in an atmosphere of dignity, respect, and understanding, attitude, we are not competing internally, more shared responsibility and ideas **(14.6%)**

Many forms of effective communication are present, more communication, communicating is a priority **(12.6%).**

The fact that some of the "Communication" sub-categories support and mirror the sub-categories in the "Management" affinity serves to reinforce the significance of these findings. Of obvious significance is the clear cry for two-way communication as well as the need to be listened to and to receive feedback.



Training "Training" and its variations was the number one affinity only once, but, showing up 20 out of 49 possibilities, still accounted for 21% of the top three affinities. It thus ranked third in influence in success for surviving expected change. As the third ranked affinity, "Training" becomes a vital key to future success for these organizations as they plan strategy and navigate change in the near future.

The following sub-categories of meaning help better understand how people were defining "Training" as a means of achieving the desired workculture:

People are current in technical skills, more computer skills, more knowledge of machines, new skills training **(34%)**

People are cross-trained and can flexibly carry out multiple tasks, hiring skilled personnel, more cooperation between shifts **(25%)**

Training opportunities are plentiful, more training, more knowledge and skills, increased knowledge, better training **(25%)**

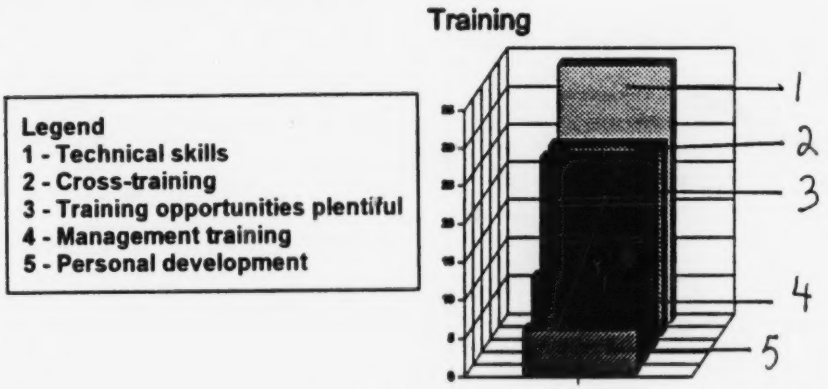
Management training is important, supervisors know how to lead employees, more technical training for supervisors **(11%)**

Personal development training is valuable, change in attitude throughout the plant, more pride, hourly employees are confident **(5.7%)**.

Observations here include that while "Management" may be the number one affinity associated with success in surviving change, clearly, with only 11% of the "Training" theme, people do not predict that it will be through training that managers will find their way. Another observation is that workers have substantial anxiety about becoming obsolete in their technical skills. The high percentage of entries relating to cross-training could stem from management's attempt to move toward self-directed work teams

(a strong movement in manufacturing) or it could stem from workers who increasingly see the value in learning one another's skills as a personal strategy for remaining on the payroll in times of change and uncertainty

In any case, training for the sake of training or putting a disproportionate emphasis on personal development will probably prove to be deceptive strategies. Our findings indicate that training must have strategic content, that is, it must be clearly related in the eyes of trainees to an improved ability to compete, if it is to play a role in successfully surviving change.



The single most important benefit cited by people in the sessions when the results of the organization-wide assessment were shared was how startling it was to find such *agreement* on where to start in planning for change. The fact that there is great variation in the bottom three or four affinities (not addressed in this study) only points up the sense that any number of world class, high-performing goals can be accomplished to shore up an company against the storms of change if the top three issues are resolved first or in order of influence.

The authors would like to thank the employees and managers of the companies involved in the study for their trust and honesty; Joe Crosland, a senior consultant with the Center for Continuous Improvement, for numerous upgrades to the process; and George Dougherty, Jr. for his assistance with the data analysis.

Implications for HRD

The field of HRD is broad and complex. Students and professors alike could be overwhelmed by ASTD's competency list. The findings from this study are important to the field of HRD because they help us to focus our attention and resources in critical areas of need identified by representatives of the population that many HRD professionals serve - managers and line workers.

In the area of management development we need to pay particular attention to helping managers practice what they preach, or "lead by example." Managers need help in discerning how they are contradicting their theoretical knowledge in practice. This calls into question the traditional approach to management development, the seminar format. Can we really facilitate leadership by example in a classroom? Or would observations and executive coaching be more effective?

Findings also indicate that HRD professionals will need to be prepared to help managers facilitate effective problem solving sessions with employees. This demands that HRD professionals be familiar with the multitude of problem solving techniques and be prepared to teach them to managers. In addition, HRD professionals will also be valuable when they can teach managers to effectively facilitate problem solving meetings.

The findings in the area of communication indicate a need for HRD professionals to understand communication from a systems perspective. In today's and tomorrow's organizations effective communication will be even more critical. The traditional methods of communicating with workers -

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formal newsletters, pay check stuffers, boring meetings where management does all of the talking - are dismal failures. HRD professionals will need to be able to facilitate the analysis of current communication systems and their breakdowns and the creation of effective communication systems.

Seminars in listening skills and giving effective feedback have been plentiful and many of the managers and supervisors in our study have attended such seminars. However, there still seems to be a great void in this area. This finding calls forth the question - What is the best way to teach listening and feedback skills? Do we need a paradigm shift in this area?

The field of Training has shifted from an early emphasis in the 1940's and 50's on safety and technical concerns to more emphasis since the 1960's on interpersonal and computer skills. The findings from this study indicate that the workers are very aware of their need for technical skills. They want highly contextualized and pertinent training. They want to learn how to operate new equipment, including computers, in the context of their jobs - not in a classroom. They need to be able to apply what they learn almost immediately.

This need calls into question the role of the HRD professional as a trainer/facilitator. Is it feasible to think that one person or team in an organization - the Training Department - could do all of this technical training? A more likely scenario is the trend that we see emerging of team coaches and managers as trainers. If this trend continues, it will require that HRD professionals be proficient at training others to train rather than simply knowing how to train.

In addition to helping managers and team coaches become proficient as teachers and trainers, the findings from this study regarding cross-training indicate that ultimately everyone in these organizations will need at least a basic understanding of effective training techniques. Current approaches to cross-training in most organizations are potentially dangerous because there is little or no understanding on the part of the worker regarding what constitutes effective teaching and learning. Many workers believe that one round of "show and tell" should be sufficient, and they are quite upset with whomever they are cross-training if they fail to understand or retain the new information or skill. The vision of organizations in which everyone is an effective teacher and learner presents an awesome challenge to the field of HRD.

The questions raised by the findings of this study regarding the current focus and methodologies of our field are not easy questions to consider and reflect on. Many of the implications will require that we reconceptualize our current models and paradigms. HRD professionals at all levels are aware of how important it is for them to add value to the bottom line of the organizations they work in or with. To the extent that we are able to meet the challenges presented by the trends identified in this study, we will become invaluable to organizations as partners in creating a workculture. To the extent that we refuse to shift our own paradigms, we will probably become as obsolete as the autocratic plant manager or the "do my eight and hit the gate" worker.

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The Emergence of a New Paradigm: Spirituality and Work

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Reflecting a more holistic approach to work, workers are no longer content to "work for a living" and are bringing their needs of belonging, meaning, and purpose to work. This paper explores the reasons for this change, the responses of work organizations to the change, and the implications of the idea that "we live to work."

A review of the literature of the last decade demonstrates that a paradigm that has been in operation since the Industrial Revolution - that the goal of work and the worker is the production and consumption of goods and services - has undergone scrutiny and evaluation. Workers are no longer passive to the nature and demands of work as they have been in the past and a paradigm shift around work is beginning.

Part of this paradigm shift is the increasing call for an integration of work and spirituality. Drawing upon a broad continuum of literature from popular to scholarly business publications, and popular books written by psychiatrists to scholarly works authored by theologians, the literature describes the increasing dissatisfaction with the accepted paradigm and reflects the element of spirituality entering the realm of work. The March 1995 cover story of *Industry Week* on the book *Jesus, CEO* by Laurie Beth Jones elicited more reader response than any other article in the magazine's recent history. The *Journal of Business Ethics* published an article entitled, "The Buddhist Perspective on Business Ethics: Experiential Exercises for Exploration and Practice" in January 1995 and *The Reinvention of Work* by Matthew Fox, a theologian, discusses how to must pay attention to one's attitude towards work as well as to the environment in which that work is accomplished.

Organizational psychologist Richard McKnight (1984) writes that people have needs in the "areas of body, mind, and spirit. Yet most companies, if they acknowledge that people have needs at all, act as if there are only two requirements for producing good work: money and job security" (p. 142). McKnight suggests that enlightened executives "are beginning to understand that there is much more to performance" (p. 142); John Brandt writes that diverse religious traditions share the belief that work "is not separate from the hours that precede and follow it, but is a part of a larger whole" (1995, p. 3).

When we ignore the spiritual values at work, we inhibit the best in people. Spiritual can be defined as "(1) 'the animating or life-giving principle within a human being,' (2) 'the part of a human being associated with the mind or feelings as distinguished from the physical body,' and (3) 'the real sense of significance of something'" (George, 1993, p. 3D). Spirituality represents the need that humans have for something larger than the self in which to believe. Spirituality encompasses religion but goes beyond it; whereas the latter refers to a set of beliefs, doctrine, and rituals, spirituality is the "more general need for which religious practices are a vehicle" (McKnight, 1994, p. 147).

In this paper, I explore a more spiritual conception of the meaning and role of work in the life of workers. The role of work will be briefly discussed and the development of management theory and its impact on work is reviewed. The new emerging paradigm shift in work and its implications for work and spirituality will be examined along with work organizations that are already implementing changes. Finally, implications for the field of human resource development are considered.

Ketchum and Trist (1992) believe that while there are serious performance and behavior problems of workers which inhibit productivity, there "is a mismatch between the characteristics of people and the organizational characteristics of workplaces" (p. 7). Historically, organizations have tried to influence or replace workers; Ketchum and Trist maintain that changing the ways in which workers experience work is the key. The predominant model of business as an economic institution, concerned only with profit and performance, is inadequate. Edward E. Lawler, professor at the Business School of the University of Southern California, states, "The traditional business model has failed and we're looking for a replacement" (Lee and Zemke, 1993, p. 28).

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That replacement needs to be found not only for the institution of business but for many other components of our culture as well. It is a tenant of the present discussion that the paradigm initiated with the scientific revolution - that knowledge is found objective evidence gained through scientific methods and the world is composed in individual parts- is being replaced with a new emerging paradigm - that emotions, intuition, and spirit bring knowledge and the world is characterized by wholeness and connection. This emerging paradigm is intrinsically related to how spirituality and work will become integrated.

Peters and Waterman (1982) found that workers perform most creatively and energetically when they believe that they are contributing to a cause or a purpose beyond their own personal interests. One should not think that the crisis in work today is just about jobs: it is not. It is a symptom of something much deeper: a crisis in our relationship to work and the challenge to create it anew.

The Identity, Purpose, and Role of Work

Many workers are greatly concerned about having work to do, especially in the current realm of relatively high unemployment, downward mobility, unforeseen shifts in the job market, and economic uncertainty. They want to work, and much time, money, and effort are spent to obtain marketable skills that will result in work.

It is interesting, given the level of concern about work, is that we often do not reflect on work itself - its nature, history, present shape, and proper place within our lives. For those employed full time, approximately half of our adult waking lives will be spent at work. What is the final point of this time and energy?

Obviously, we work to make a living; but is that all there is? Is work in itself a good thing for human beings? Does it fill our lives with meaning, direction, and purpose? Does it offer the occasion for accomplishment, satisfaction, and self-fulfillment? Or it is a necessary evil? Should we resign ourselves to the philosophy that "work is called 'work' for a reason?"

The purpose of work in our lives is central to any discussion of spirituality and the workplace. As noted previously, workers perform best when they have a cause (Peters and Waterman, 1982). Yankelovich (1982) reports that a majority of Americans workers admit to working less hard at their jobs today than ten years ago, even though larger aspects of their jobs are under their own personal control. Most workers felt that while it was morally important to work hard, someone else benefited economically from their effort.

Yet research (Smelser & Erikson, 1980; Simpson & Simpson, 1995) indicates that unemployment is psychologically devastating to workers, causing despair and self-loathing. Through work we gain a sense of belonging. Work as an institution bring people together; it organizes life and gives each day a focus. A nationwide survey of a cross section of Americans found that although the vast number surveyed found work as necessary, done for the sake of money and in itself not enjoyable, over three-fourths would continue to work even if they were to receive sufficient money to live comfortably the rest of their lives (Kahn, 1974).

Today most work is accomplished through social institutions and is shaped by a variety of social and historical forces: technological change, government policy, international trade, labor markets, and other factors. The majority of workers are now employees and work is organized and directed by managers who organize work in a certain way, often according to certain assumptions about what makes humans work and their work productive.

Often workers do not find that any significant talents or abilities are being utilized in their work responsibilities nor do they believe that their work is of significant value to society. Their work is just a job, a means to earn money. As Jacques Ellul (1976) writes in The Ethics of Freedom, "Our age is characterized by non-meaning. All psycho-sociologists agree ultimately that the work we do is marked by this fault...It has no obvious value of its own" (p. 461).

Ellul maintains that there is little that workers can do to change the state of work in society. But work is a product of the culture which surrounds it and as a review of the historical attitudes towards work would demonstrate (Brief and Nord, 1990), the meaning and role of work in culture does change. What is an appropriate design of human work? This writer holds to the normative idea that work ought to be a social place structured so that it is possible for workers to serve others through the use of their gifts, talents, and abilities. Pope John XXIII (1976) wrote,

> Justice is to be observed not merely in the distribution of wealth, but also in regard to the conditions under which men engage in productive activity. There is, in fact, an innate need of human nature requiring that men engaged in productive activity have an opportunity to assume responsibility and to perfect themselves by their efforts. Consequently, if the organization and structure of economic life be such that human dignity of workers is compromised, or their sense of responsibility is weakened, or their freedom of action is removed, then we judge such an economic order to be unjust, even though it produces a vast amount of goods, whose distribution conforms to the norms of justice and equity (p. 161).

This philosophy is not widely maintained in the institutions of work. One of the earliest and most influential forces in management practices was characterized by the attempt to make human work productive by eliminating the employees' responsibility for their own work and concentrating it in the managerial elite. We turn now to a brief review of management theory from the late nineteenth century to the present.

Management Theory and Its Influence on Work

The mid- to late-nineteenth century was a period of great change in the U.S. economy as the Industrial Revolution began in this country. Manufacturing moved from the local small shop to centralized industrial production as machines replaced hand tools, mass-produced goods replaced handicrafts and factory workers replaced artisans. The shift to the industrial economy created a tension between the new demands of the industrial organization of work and the workers who had formerly been artisans. Compounding the tension were immigrants, arriving from rural lands with small shops and little understanding of the language.

Frederick W. Taylor In the late nineteenth century, Frederick Taylor developed and instituted scientific management in industry, replacing the individual work style of the worker with standardized working methods, increasing efficiency. Workers who had previously planned and accomplished the work lost power, authority, and the responsibility of decision-making to management. Workers were made passive and dependent on management. By the 1920's, Taylorism became accepted as the most rational and efficient way to organize human labor.

Mayo and the Human Dimension of Work From the Hawthorne Experiment, Elton Mayo developed the awareness of the role that psychological and social components played in work and productivity. The behavioral sciences begin to be considered in the relationship between work and workers.

Argyris: Human Behavior and Organization Chris Argyris, in *Personality and Organization* (1957), discusses the conflict between the formal structure of organizations which renders workers dependent and passive, and the psychological needs of workers for autonomy, long-term interests, and need for control.

Organizations can resolve the conflict between psychologically healthy individuals and the structure of formal organizations by changing the structure of jobs such that workers' psychological growth can be met through job enrichment and participatory leadership.

Herzberg: Human Needs and Hygiene Herzberg's (1966) research on human needs, motivation, and hygiene in the 1950's found that traditional management had focused almost exclusively on hygienic factors, failing to increase job satisfaction. Jobs must be redesigned to allow for achievement, recognition, and responsibility as well as provide opportunities for creativity and growth.

Both Argyris and Herzberg argued that enriched jobs would lead to both higher productivity and worker fulfillment. Properly designed, work can be of intrinsic value to the worker.

Drucker and Management by Objective Peter Drucker (1973) further developed the understanding of the worker. Critiquing the replacement of economic control with subtle psychological manipulation of manager over workers, he discussed the need for respect of other persons. His management by objective approach enabled workers to be involved in the design of their own jobs as they are the expert in the matter. The task of management is to provide workers with what they need in order to perform their tasks effectively.

This review of management theory traces the change in perspective on worker-as-machine to be regulated and tuned to worker-as-colleague to be valued and empowered.

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A Reinvention of Work: The Emergence of a New Paradigm

The last fifty years of industrialization and work has created wealth and success in the Western world. Why is there a call for a redesign of the existing system, such that spirituality can be integrated into the structure?

Consultant John Adams (1984) notes that a new paradigm is emerging in which change must be examined at the organizational level and the global level.

> This new paradigm emphasizes...an expanded sense of personal identity and an awareness of the interconnectedness of people in their organizational cultures, and of organizational cultures to each other in the larger environment. Scientists at the leading edge of every discipline are making discoveries, and putting forth theories which are dovetailing with several views of evolution, spirituality, and integrated consciousness which have been put forth over the centuries....Our basic style of thinking is moving away from a Cartesian, reductionist/mechanistic base to include more expansionist and systemic thinking....These ideas have a great deal of applicability to the organizations we work in, and these organizations must provide the vehicle for personal and global transformations ...technological advances and a spiritual reawakening are fostering a growing sense of a global community and the awareness that we have become the creators of our own future (my underline) (pp. vi-vii).

In contrast, consultant Tom Peters writes, "But in tapping the needed imagination and curiosity [of workers], let's leave the Bible, the Koran and facile talk of spiritual leaders at home" (1993, p. 2D)

Clearly these two professionals are in disagreement; the latter denies the importance of a phenomenon the former views as intrinsic for personal and societal growth. A consideration of paradigm shift to which Adams refers will discuss this phenomenon of spirituality.

Copernican Revolution and Quantum Mechanics The last great paradigm shift was the scientific revolution which was based on "objective" knowledge developed from methods such as experimentation and controlled observation. Truth exists outside the individual and relies on this knowledge and the human senses. The outlook of "I'll believe it when I see it" was common (Ray, 1993, p. 4). But at the beginning of this century, the understanding of science began to change, primarily with the discoveries of quantum mechanics in physics. Subsequent findings in disciplines such as chemistry, biology, ecology, psychology, and further findings in physics resulted in new perspectives; one of the primary developments was a systems approach, which looks at the world in terms of relationships and integration. The universe could no longer be viewed as a mechanical system composed of elementary building blocks or the body viewed only as a machine.

Such scientific discoveries demonstrate that the world is an integrated whole rather than a dissociated collection of parts (Capra, 1993, p. 232). Systems are integrated wholes whose properties cannot be reduced to those of smaller units. The paradigm that is emerging includes this systemic approach as well as the understanding that "consciousness is causal, that the inner experiences of individuals, including intuition, emotions, creativity, and spirit, are vastly more important than the world of senses alone" (Ray, 1993, pp. 3-4). Stating that leading scientists cite inner experience or consciousness as a "central test of reality" (p. 4), Ray quotes Nobel laureate and neuroscientist Roger Sperry who writes that he rejects the view "that science has absolutely no need for recourse to conscious mental or spiritual forces" (p. 4). Now the appropriate outlook has evolved into "I'll see it when I believe it" (p. 4).

The "Ecological" View and Spirituality Thus, the predominate world view is moving from trusting only objective evidence and human senses to an emerging world view of trust of human consciousness, inner wisdom, and inner authority. Internationally known physicist and systems theorist Fritjof Capra (1993) writes that the new paradigm may be referred to as "deep ecology" (p. 232) which sees the world as interdependent and interconnected. All living things have intrinsic value and humans are one valuable creature of many in nature "Shallow ecology" (p. 232) is represented by the Copernicum paradigm; it is anthropocentric and nature is valued only for its use to humans. Capra writes,

> Ultimately, deep ecological awareness is spiritual, or religious awareness. When the concept of the human spirit is understood as the mode of consciousness in which the individual feels connected to the cosmos as a whole, it become clear that ecological awareness is spiritual in its deepest sense. It is...not surprising that the emerging new vision of reality, based on deep ecological awareness, is consistent with the so-called 'perennial philosophy' of spiritual traditions, the spirituality of Christian mystics or with the philosophy...underlying the Native American traditions" (p. 233).

Henderson (1993) states the new paradigm "represents a new synthesis between Western science and religious and spiritual traditions, since it embraces purpose and meaning as fundamental to life processes" (p. 272).

Business, Work, and Spirituality Some consultants see this spiritual component as a natural progression in management theory (Bracey, Rosenblum, Sanford, and Trueblood, 1990). Lee and Zemke (1993) state that business and social reasons have led to the interest in the spiritual side of work. The former includes the upheaval in organizational structures in which the role of middle managers has been eroded or eliminated; the middle managers who remain have changed as well and are often baby boomers who bring a value for meaningful work to the workplace. Lee and Zemke (1993) cite the appearance of articles on spirituality in *The Wall Street Journal* and *Time* magazine, among other examples, as indications that the discussion of spirituality or religion is more widely accepted socially.

Thus, spirituality is an intrinsic element of the emerging paradigm. In this paradigm, the challenge is to utilize intuition, inner knowledge, compassion, and spirit in a period of constant and discontinuous change. This can be done in different ways for each individual and organization. Rather than the development of an ideal or a plan in this new paradigm, which is a reverting back to the static Newtonian belief of the old paradigm, the recognition of the process which is occurring enables action to be taken that is appropriate for the situation.

Global Issues and The Role of Business There is significant documentation which indicates the problems we face are extensive and significant. Environmental, social, economic, and political problems are global and systemic and they continue to escalate. Capra (1993) writes that we hold to "an outdated world view, a perception of reality inadequate for dealing with our overpopulated, globally interconnected world" (p. 231) and political leaders, business leaders, or educational leaders have failed to realize "that a profound change of perception and thinking is needed if we are survive" (p. 233).

Yet because business is more flexible, responsive, and adaptive than other institutions such as government and educational systems, and as a dominate social institution worldwide, it can be a leader in the emergence of the new paradigm.

Business strategies have been based on the old paradigm, reflected in scientific management, rigid or hierarchical structures, the reliance on rational data to make decisions, and the belief of unlimited material progress through economic and technological growth. The paradigm ignores the strengths of business: the entrepreneurial spirit, the use of intuition to go beyond or against the "facts", and a passion to make a contribution in products or services.

What does business look like in the new paradigm? As alluded to previously, there is no best way of doing business in the new paradigm. Business can be based on the constants of change, good questioning, and consciousness, with the goals of development of those associated with it. As a leading institution, business provides service to the surrounding community and is socially responsible.

However, while the optimal method of doing business is described broadly, we can imagine that the old paradigm is likely based on fear and competition, while the new paradigm is based on cooperation and contribution. The former may have a rigid hierarchical structure, while the later is flexible. The former in concerned with satisfying stockholders while the latter is concerned with satisfying stakeholders which includes employees, customers, suppliers, surrounding community, environment and stockholders (Zukav, 1993).

Workplaces that Work A new paradigm for work that reflects the values and behaviors of an emerging consciousness and sensibility can be seen in some organizations. It reflects a new sense of power, values, ownership, productivity and profit.

It can be found in companies such as Ben and Jerry's, The Body Shop, Patagonia, and others. Founders Ben Cohen and Jerry Greenfield of Ben and Jerry's intentionally changed their way of doing business. Working to challenge the assumption that a business cannot be profitable and help

the community at the same time, Cohen maintains that "We cannot suspend our values during the workplace and think we will have them back when we get home.....There is a spiritual dimension to business just as to individuals" (Fox, 1995, p. 231). Ben & Jerry's donates 7.5 percent of pretax profits to community organizations,

Although The Body Shop, selling natural cosmetics, has been critiqued by *Business Ethics* (1994) for unsavory business practices, each franchise pays its employees to volunteer for community service projects (Ray and Rinzler, 1993, p. 222). A $673 million company in 1994, the founder, Anita Roddick, explains that The Body Shop has "a lot of feminine principles [that] are endemic within it, like gut feelings, instincts" (Ray and Rinzler, p. 223). Patagonia, the outdoor clothing manufacturer who has started producing clothing from recycled plastic, donates 10 percent of pretax profits, favoring grassroots groups who often cannot get funding from more traditional funding agencies. Reflexite, located in New Britain, Connecticut, made its employees owners and continues to grow in spite of competition from 3M.

In *A Great Place to Work: What Makes Some Employers So Good - and Most So Bad*, Levering (1988) found that companies described as good workplaces by their employees are distinguished by the "nature of the *relationship* between the company and the employees... *trust* characterizes the attitude of both sides of a good employment relationship" (p. 23). Management views workers as skilled colleagues who want to be productive and gives workers the means to make these strengths effective for the organization.

Yet some work organizations are developing the worker-employer philosophy even further. In The Art of Leadership (1987), Max DePree, chairperson of Herman Miller, the office furniture manufacturer, discusses that while participative management is essential, leaders are to create covenantal relationships (relationships that fulfill deep needs and gives meaning to work) with workers. Reaching our potential, he writes, is more important than reaching our goals (Lee and Zemke, 1993, p. 23). Herman Miller limits top compensation to twenty times the average company salary (Reed, 1995, p. 51).

Spirituality and Profit Peters and Waterman write In Search of Excellence (1982) that a spiritually oriented business is not only possible, but also desirable in financial and human terms. They studied 75 companies which were judged excellent according to financial and other measures. One of the eight characteristics of these companies is that they help employees find transcendent meaning in their work.

A comparison of the financial performance of the seventy publicly owned companies from *The 100 Best Companies to Work For in America* (Levering, Moskowitz, and Katz, 1984) to Standard & Poor's 500, the former were more than twice as profitable; between 1975 and 1984, the stock price of the best companies appreciated at almost three times the rate of the 500 (Hardy, 1990, p. 176). Brown and Van Dyck's analysis of the list of publicly owned companies compiled by Levering et al. found that from 1981 to 1985, these companies earned 17.69 percent more in average compounded total return than the Standard & Poor's 500. "The evidence is strong that the companies that treat their workers well benefit on the bottom line" (Levering et al., 1984, p. 260).

Medtronic is described by its CEO William M. George (1993) as a company that doesn't mix "religion and business, but we certainly do not shy away from the spiritual side of our work and the deeper meaning of our mission to save lives" (p. 3D). $1,000 invested in stock in 1960 was worth $1.65 million in April 1993.

Spirituality and Work: An Argument Against

If workers are bringing the need for connection and meaning to work and workplaces are able to consider spirituality and still be profitable, why does consultant Tom Peters object to spirituality at work? He writes that "several recent business tracts [including DePree's, referred to earlier in the discussion] seem to cross a line, to blur the borders between church and corporation" (1993, p. 3D). Further reading in this article indicates that Peters considers "enhanced competitiveness" as the point of "secular corporations" (p. 3D). Lee and Zemke (1993) write that Peters does agree that "non-intuitive, linear, rational management has made a mess of American companies. Moving away from that is positive....By getting overly into the spiritual stuff, the pendulum is swings too far" (p. 26). Peters fears that such a movement could backfire and the empowerment movement would be "squash[ed]...before it reaches full flower" (p. 26).

In addition, legal difficulties have been encountered by several organizations in their attempts to deal with spirituality in the workplace (Lee & Zemke, 1993, p. 26).

While these are legitimate concerns regarding spirituality and the workplace, workers are entitled to an environment where they can pursue the development of their interests, talents, and abilities. It is natural that workers bring all parts of themselves to the workplace, including spiritual.

Implications for Human Resource Development

Organizations use a variety of techniques such as participative management, strategic management, quality circles, and other techniques to deal with a significant change in social, economic, political, or environmental conditions. Land and Jafram (1993) write that "All of these solutions have value. Most have failed to bring about the desired results....in the hundreds of organizations we have worked with...implementing these changes has usually created more problems than it has solved" (p. 264). Their theory for the failures is that these new techniques interferes with the way in which the organization has always worked and "natural resistance to change rears its head and either openly or unconsciously sabotages the solution" (p. 264).

Instead, changing conditions demand that organizations utilize workers' intelligence, creativity, and resources to develop new solutions. Land and Jafram (1993) write, "Human labor is no longer a disposable commodity, but a unique creative resource, in which an *individual's development is as valuable as the organization's growth*...[this] is characterized by people in the system functioning in trusting and interdependent relationships...by acknowledging the unlimited creative potential of its people...." (their italics) (p. 265).

Human resource development professionals already assume the responsibility of developing human expertise through organizational development and training and development in order to improve individual, process, and organizational performance. Most organizational structures are not flexible enough to cope effectively with the rapid changes occurring in the world. Work will need to rely more and more on workers being better workers to maintain or increase profits. Combining the perspective of the new emerging paradigm occurring in work with the already existing role of the human resource development professional, the professional can provide an essential avenue to enable organizations to reflect thoughtfully on the need to be committed to an individual's development, in order for the individual and the organization to survive and flourish and to be a model for other societal change that must occur.

Organizations may need to be educated regarding the paradigm shift occurring in work. The element of spirituality seems to be entering the realm of work. Professionals can serve to remind business that if productivity is to increase, attention must be paid to workers and their need for meaning and making contributions to life. An uplifting work environment need not be idealistic; serving as change agents, professionals can begin to imagine alternatives and remind organizational leaders of workers' need for meaning and desire to achieve goals seen as worthwhile. Professionals can work to create organizational structures which tap into worker motivation, vision, and values.

Perhaps most of all, professionals need to be creative and resourceful; as previously mentioned in this discussion, work in the new emerging paradigm cannot be described as it could in the static Newtonian sense. Openness to possibilities and broad thinking is critical.

The field of human resource development is a discipline in which the concerns of the worker may be addressed; more research on the new emerging paradigm around work and its implications for spirituality and work is warranted.

Conclusion Geore (1993) stresses the new understanding that the personal identity of workers, spirituality, and work are all interconnected :

> After all, we spend more time at work than in any other part of our lives. Shouldn't we find significance in our work and the opportunity to use our mind and feeling while appealing to 'the animating or life-giving principles' within us?...This isn't practicing religion per se but rather devoting our whole being toward a higher purpose in our work (George, 1993, p. 3D).

The integration of work and spirituality entails a significant shift in the way we view work; no longer do we simply "work to live" but rather "live to work".

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Looking through a New Lens: Different Views of Human Resource Development

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This research validated three views of human resource development (HRD) within United States and Canadian organizations: (1) development-focused, (2) issue-linked, and (3) strategic. Telephone interviews with 20 external consultants defined descriptors and identified organizations fitting one view. Telephone interviews with 45 internal contacts served by these consultants confirmed the designation through high inter-rater reliability (phi = .47, $p < .01$ for development-focused; phi = .32, $p < .05$ for issue-linked; phi = .57, $p < .01$ for strategic). Questionnaire surveys of 1275 organizations provided further evidence. Implications are discussed.

Given changes in the workplace and within organizations, now seems an appropriate time to consider a change in how we at the field through a new lens. By doing so, we should obtain some different views.

Previous definitions of human resource development (HRD) provided the backdrop for the present research. Nadler (1970, 1983, 1990) defined HRD as those activities which focus on producing behavior change, general growth, and performance change. In all cases, Nadler focused on the individual within the organization.

In recent years, authors identified other characteristics critical to HRD. For example, Gilley and Eggland viewed HRD as leading to performance and personal growth "for the purpose of improving the job, the individual and/or the organization (1989, p. 5)." Chalofsky suggested that HRD provides "learning interventions for the purpose of optimizing human and organizational growth and effectiveness (1992, p. 179)." Carnevale, Gainer, and Villet (1990) suggested that the strategy of the organization can drive the focus of the HRD function.

Rummler and Brache (1990) presented a model for improving organizational performance. This model included a three-by-three matrix, with one dimension focusing on three levels of performance (organization, process and job/performer levels) and the second dimension focusing on the three performance needs (goals, design and management). Within this matrix, they defined nine performance variables to be addressed in organizational improvement efforts: organization goals, organization design, organization management, process goals, process design, process management, job/performer goals, job/performer design, and job/performer management. With their focus on performance and performance variables, Rummler and Brache recommended that the Human Resource Development function become the Performance Department.

Swanson (1989) suggested that HRD include economic theory, systems theory, and psychological theory. Wimbiscus (1995) expanded on that discussion to suggest how the Rummler and Brache model and the Swanson model can be viewed as compatible. Basically, Wimbiscus suggested that the three performance levels of Rummler and Brache (1990) can be characterized by different rankings of the three theories identified by Swanson. For example, when focusing on Rummler and Brache's Organization Level, Wimbiscus suggested that economic theory was most important, followed by systems theory, followed by psychological theory. Wimbiscus then highlights the work of a major contributor to the field whose work represents one of the nine cells.

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As mentioned by Wimbiscus, the Rummler and Brache (1990) model provides an interesting framework, but no empirical evidence exists to support the model. Furthermore, a potential problem with the theory involves the ambiguity that can exist between the performance levels of the organization and the processes. Particularly as more organizations undertake efforts to manage processes, the distinction between the organizational performance level and the process performance level becomes increasingly blurred.

Using the above mentioned sources, we constructed three views of human resource development within organizations. The purpose of the research was to identify three views that actually exist and operate within organizations. The three views are as follows:

1. *Development-focused*: Training is provided for all managers, supervisors, and employees primarily for the individual's benefit, or to develop a particular management style. It is not linked to or driven by a strategic business issue.
2. *Issue-linked*: Training provides tactical support for business issues. However, no top-down, organization-wide implementation plan currently exists.
3. *Strategic*: Training is driven top-down by strategic imperatives. Executive vision exists, and planning has occurred toward a specified strategic direction.

The following questions guided the research studies. What are the critical elements distinguishing these three views of human resource development? To what extent do experts inside and outside organizations agree on the specific view characteristic of an organization? To what extent are organizations in the U.S. and Canada adopting approaches other than development-focused? To what extent can organizations be classified into one of the three views?

Having answered these questions, we want to consider the implications for measurement of human resource development efforts within the context of each view.

Study 1

Methods

Subjects. A stratified, random sample of 20 external consultants was selected. Stratification was based on geographic location and subject-matter expertise.

Materials. The materials included a telephone interview script, as well as a separate questionnaire sent by fax. The interview began with an introduction to the models, described above. Consultants were asked to think of an organization with training and development efforts classified as development-focused. Several questions probed for critical elements characteristic of that approach within the organization. Next, consultants were asked similar questions regarding organizations whose training efforts were considered issue-linked and strategic. Finally, we requested contact information for two or more organizations characteristic of each view, along with permission to call.

Results Additional characteristics were identified by the consultants. These characteristics appear in Table 1. In addition, these consultants were able to provide us with the names of organizations characteristic of each view.

Table 1. Characteristics of Each View Identified by Consultants

View	Characteristic Identified	Percentage of Responses
Development-focused:		(N=98)
	No link exists between the HRD initiative and business issues and strategy.	21%
	There is a focus on general management and worker skills.	21%
	The initiative is driven by HR.	13%
	Catalog training exists.	8%
	Little or no executive support exists.	6%
	Open enrollment exists.	3%
	Other	27%
Issue-linked:		(N=93)
	HRD initiative is not driven from the top.	31%
	Competitive and/or survival issues are driving the organization.	14%
	Workforce needs basic/foundation skills.	9%
	Quality initiative is a key component.	9%
	HRD initiative is linked to business issues.	5%
	Teams initiative is a key component.	5%
	Other	24%
Strategic:		(N=91)
	HRD initiative is driven from the top.	35%
	Competitive and/or survival issues are driving the organization.	21%
	Quality initiative is a key component.	13%
	Multi-level involvement exists.	7%
	Other	11%

Discussion This first study provided some validation of the alternative views. External consultants were able to use the brief descriptions and define additional characteristics. More importantly, they were able to identify organizations that fit into each of the views. This information provided the base for the second study.

Study 2

Methods

Subjects. We began with a population of 182 organizations, as identified by the consultants in the previous study. This population of organizations included 64 considered "development-focused," 64 considered "issue-linked," and 54 considered "strategic," as described by the consultants. We randomly selected 45 organizations, 15 of each model, to contact.

Materials. Interviews began with questions regarding major issues facing that organization and ways in which training efforts focused on these issues. Respondents were asked true-false questions describing organizational and training function characteristics. Finally, they were given the three definitions and asked which best described their training efforts.

Results The responses of the internal contacts within organizations tended to confirm the responses of the consultants with regard to business issues. (See Table 2.) Furthermore, a chi square (X^2 = 17.82, df = 4, $p < .01$) confirmed the difference based on the view characterizing the organization. All organizations faced competition and survival issues. Development-focused organizations tended to mention the need for basic skills as a major issue. In contrast, the strategic and issue-linked groups tended to mention organizational change as a major issue.

Table 2. Internal Contact Responses to Organizational Issues by Different Views

View	Issues	Percent
Development-focused	Basic skills needs	45%
	Competition/survival	55%
	Change initiative	0%
Issue-linked	Basic skills needs	9%
	Competition/survival	18%
	Change initiative	73%
Strategic	Basic skills needs	11%
	Competition/survival	26%
	Change initiative	50%

Table 3 presents the responses to the question: "In what ways are your training efforts focused on these issues?' A chi square (X^2 = 13.04, df = 4, $p < .05$) confirmed the significant differences among the responses. None of the development-focused respondents reported that "training supports organizational change effort." In contrast, training was reported to support such change efforts by those with the strategic view (57%) and by those with the issue-linked view (42%).

Table 3. Ways in Which Training is Focused on Organizational Issues by Different Views

View	Ways Training Focused on Issues	Percent
Development-focused	Supports organizational change effort	0%
	Provides skills training	86%
	Not focused on issues	7%
	Other	7%
Issue-linked	Supports organizational change effort	42%
	Provides skills training	42%
	Not focused on issues	11%
	Other	5%
Strategic	Supports organizational change effort	57%
	Provides skills training	35%
	Not focused on issues	4%
	Other	4%

We compared the responses of the consultants from Study 1 with the responses of the organizational contacts in Study 2. If the views have any validity, we should find that the external consultants and the internal contacts agree on the model characterizing the organizations. External consultants and internal contacts did, in fact, agree on whether the organization's training efforts are development-focused (phi coefficient = .47, $p < .01$), issue-linked (phi coefficient = .32, $p < .05$), or strategic (phi coefficient = .57, $p < .01$).

Not all of the organizations fit into one and only one of the views. About 18% of internal contacts classified their training and development efforts as fitting into more than one approach. All these organizations had more than 1,000 employees.

Discussion The second study provided further validation of the three views. Internal organization contacts were able to describe issues facing their organizations and the ways in which training supported those issues. The responses to these questions confirmed the characteristics of the three views. In addition, we observed significant correlations between the types identified by the external consultants and those chosen by the internal contacts. Finally, internal organizational contacts from larger organizations revealed multiple views, and therefore, multiple strategies were being undertaken with respect to HRD in their organizations.

Study 3

Methods

Subjects. A survey was mailed to 4184 organizations throughout the U.S. and Canada. To increasethe response rate, a postcard introduced the survey one week in advance of the mailing. In addition, a donation of $1 was offered for each response. A total of 1275 organizations responded (or a 30% response rate).

Materials. Thirty-four closed- and open-ended questions asked respondents about the types and success of human resource development efforts, types of consulting assistance requested, types of technology being used in training, and level of involvement in training, as well as "demographic" items

regarding the type of business, number of employees, and number of employees receiving training. One item asked respondents to classify their organization's HRD efforts according to one of the following three views:

1. *Development-focused*: Those for whom training is focused on the issue of improving skills. Training is provided for managers, supervisors and employees primarily for the individual's benefit or to develop a particular management style.
2. *Issue-Linked*: A competitive issue is driving the organization. No top down vision or executive plan currently drives the training. Training is providing tactical support for identified issues.
3. *Strategic*: A competitive issue is driving the organization. Executive vision exists, and planning has occurred to move toward a specified strategic direction. Training is driven top down by this strategic direction and provides tactical support.

Results Table 4 shows the percentage of organizations choosing one or more views. Most respondents considered their organizations' training to be development-focused. The next largest percentage appeared in the strategic group, followed by issue-linked.

A series of chi square tests were used to determine whether the three types of views could be differentiated. Table 5 displays the items showing significant differences among the three views. In all cases, those with a strategic view tended to need more consulting assistance, but particularly in linking training to organizational issues, consulting on quality initiatives, obtaining and maintaining management support, conducting training, customizing programs to fit needs, and program follow-up and reinforcement. Those with the issue-linked view displayed levels of needs similar to those with the strategic view in the areas of linking training to organizational issues and conducting training. In terms of consulting on quality initiatives, customizing the program, obtaining and maintaining management support, and program follow-up and reinforcement, those with the issue-linked view indicated needs somewhere between those with the strategic view and those with the development-focused view.

Table 4. Distribution of Different Views of HRD

Views of HRD	Percent (N=1275)
Development-focused	47%
Strategic	30%
Issue-linked	14%
More than one type	9%
No response	(113)

Table 5. Types of Consulting Assistance Needed During the Past 12 Months

Types of Consulting Assistance	Chi	df	p
Linking training to organizational issues	10.59	2	<.01
Consulting on quality issues	37.62	2	<.001
Consulting on self-directed work teams	3.11	2	n.s.
Obtaining and maintaining management support	7.73	2	<.01
Recruiting trainees and filling classes	1.56	2	n.s.
Conducting training	7.32	2	<.05
Consulting in implementing HRD program	2.31	2	n.s.
Customizing training to fit your needs	15.09	2	<.001
Maintaining fresh and interesting classes	1.58	2	n.s.
Evaluating the program	3.17	2	n.s.
Program follow-up/reinforcement	6.79	2	<.05

The three views differed significantly on the two remaining variables, relating to decision-making and level of management involvement in HRD initiatives. One question asked "To what extent was the management of your organization involved in a decision to buy outside programs and services?," and respondents were asked to indicate "not at all" "not very," "somewhat," and "very." A chi square revealed significant differences among the three views ($X^2 = 72.05$, df = 6, $p < .001$). Simply examining those who responded with "very" indicates the type of differences. Among those with a development-focused view, 47% reported such involvement; among those with an issue-linked view, 28% indicated such involvement; and among those with a strategic view, 62% indicated management involvement in decision-making.

Similar results appeared when we asked, "To what extent was the line management involved in the implementation of HRD initiatives?" ($X^2 = 45.45$, df = 6, $p< .001$). Again, we examined those who responded with "very." Among those with a development-focused view, 27% reported that level of involvement; among those with an issue-linked view, 19% indicated such involvement; and among those with a strategic view, 42% reported a high level of management involvement.

Two demographic variables showed significant differences among the three approaches. One involved the type of organization ($X^2 = 36.55$, df = 20, $p < .05$). Specifically, financial government agencies tended to use the development-focused approach more frequently than the other approaches. High technology manufacturing organizations tended to focus on the issue-linked view. Finally, institutions and manufacturing organizations tended to choose the strategic approach. The other variable with significant differences was the number of employees receiving training annually ($X^2 = 42.84$, df = 14, $p < .001$); and this was the case, even though the number of employees within the organizations showed a similar distribution. Those with a strategic view tended to train more employees, while those with a development-focused view tended to train fewer employees.

Discussion These results lend further confirmation to the notion of three views of HRD: development-focused, issue-linked, and strategic. These views represent a focus on different objectives. Those with a development-focused view reported less needs for consulting assistance. They were less likely than the strategic group and more likely than the issue-linked group to involve management in decision-making and implementation. Finally, they tended to report the least numbers of employees participating in training.

Those with an issue-linked view tended to need assistance primarily in linking training to organizational issues and conducting training. Unlike those with the strategic view, these issue-linked respondents were less likely to involve management in decision-making and implementation of HRD efforts. This group reported numbers of employees participating in training that were between the strategic and the development focused groups.

Organizations with a strategic view indicated that they needed consulting assistance for certain initiatives, such as linking training to organizational issues, customizing training, dealing with quality initiatives, conducting training, and program follow-up and reinforcement. Furthermore, they tended to involve management in decision-making and implementation of HRD initiatives, and they reported a larger number of employees participating in training efforts.

Conclusions

This research provides clarification of differing views of human resource development within organizations. The studies helped to define three distinct views. Results showed high inter-rater reliability in classification of organizations and high internal consistency in descriptors used. Finally, we confirmed that all three types, as well as some combination of types, exist within U.S. and Canadian organizations.

Relevance for Theory and Practice

Results clarify and enhance previous theoretical efforts at defining HRD. Training and development encompasses at least three distinct views, confirming the definitions proposed by Nadler, Gilley and Eggland, Chalofsky, Carnevale, Rummler and Brache, and Swanson.

More importantly, we propose that the three views call for distinct approaches to needs assessment and evaluation. HRD functions with training efforts characterized as development-focused should concentrate on the use of needs assessment of skills, knowledge, and attitudes to determine the next steps for training. Evaluation efforts should similarly measure gains in skills, knowledge, and attitudes obtained through human resource and training interventions. For maximum benefit, such evaluation efforts should focus on skills, knowledge, and attitudes of importance to the individuals and the organization.

In contrast, HRD functions with training efforts characterized as strategic should begin with a "strategic needs assessment." Since the organization's strategy drives all aspects of the organization, including HRD, the HRD function must focus on identifying the skills, knowledge, and attitudes needed to achieve the goals and directions of this strategy. Then, HRD must undertake a needs assessment to determine to what extent the skills, knowledge, and attitudes are in place. Following the training intervention, "bottom-line" measurement becomes critical, since the intervention was designed to impact that bottom-line. We would suggest that HRD still must measure whether skills, knowledge, and attitude also changed. Finally, HRD functions with training efforts characterized as issue-linked face the most difficult challenge. First, HRD must identify the primary business issues (issue identification). Next, they must undertake an issue assessment, followed by a needs assessment. Such as issue assessment should include data collection from all levels within the organization to determine the critical issues. Then, HRD must identify ways in which proposed HRD initiatives link to these issues. As with the other approaches, the training intervention must include evaluation of changes in skills, knowledge, and attitude, as well as changes in the status of the business issue(s). Again, the HRD function must continue to stress the link between the outcomes of the training intervention and the business issue.

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